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Comp. 1 – Dr. Sherry

Throughout this class I have been working on my project about schizophrenia by composing many different types of genres. For each genre, I had specific goals that I needed to accomplish to make my project the best it could possibly be. I have picked out specific examples that illustrate the work I have done along with a description of how I accomplished each goal.

1. **Students will be able to compose for particular audiences and purposes**

It is important to think about who you are writing for so you can adjust your writing style to make it appropriate for your audience. Once you recognize the audience you must also make the purpose clear to them as well. I choose to use one diary entry as an example to show how I met this goal. Usually the audience of a diary entry is only the person who wrote the diary so I tried to make it as personal and as informal as I could. However, for this project I knew I would not be the only one reading it so I had to include some explanations and examples in my writing. To make my purpose clear I included a large heading so the reader would understand the events I was talking about and so the reader would know that it was a diary entry.

Example:

***Diagnosis:*** *I finally hit my breaking point thanks to all the voices in my head. I felt like giving up until one day I was watching TV. What would seem like just a normal commercial to some people was actually a secret message for me, with directions on how to get rid of the crazy voices in my head. I was so happy I could finally make them go away; I didn’t even realize how crazy it was for the TV to be talking to me!*

1. **Students will be able to compose using language and conventions appropriate to the genre**

Each time you write something, you have to adjust your style, language, and conventions, so each piece of writing does not sound the same. I had to do this with each genre so there was a clear distinction between each one. To do this I used the Characteristics and Criteria chart to recognize the differences, and also help me think of ideas for how to make each genre correct. These charts also helped me recognize the differences in each genre. For example, my first genre, the diary entries, had a very different style of writing than my second genre, the brochure, did. After making the charts and comparing the two genres, it became easy to recognize the differences and learn how to make my brochure sound as realistic as possible.

Example:

***Delusions***

*A delusion is a firmly held belief that a person has despite clear evidence that it is not true. There are four types:*

*****Delusions of Persecution:*** *The belief that others are out to get them*

*****Delusions of Reference:*** *The belief that a neutral event has special, or personal meaning. For example, a person with schizophrenia may believe that a billboard is communicating just with them*

*****Delusions of Grandeur:*** *The belief that one is a famous or important figure*

*****Delusions of Control:*** *The belief that ones thoughts or actions are being controlled by an outside force*

1. **Students will be able to read, select, and use evidence critically to formulate and support arguments**

Before starting this project I only knew the basics about schizophrenia, which meant that I had to do a large amount of research so I could become an expert on the topic. The genre I had to do the most research for was my professional genre. I had to read through many research articles and pick one that was most relevant to my topic and then analyze it. This meant that I had to read and understand the article and also be able to pick out the important arguments the authors were making and argue against them. The article I choose was analyzing ways to get the best results from medication to treat schizophrenia. While they did have very valid conclusions, I noticed they did not take into consideration psychotherapy as a treatment option. In order to argue against the authors I had to do even more research on psychotherapy and use that evidence in my argument.

Example:

*Based on the research and results I can conclude that the first hypothesis was correct meaning that group three, who was put on antipsychotic medications and was also given psychotherapy, showed the most improvements in getting rid of the symptoms of schizophrenia and they also showed the most improvement in gaining skills that allow them to live independently. The second hypothesis was also proved correct, meaning group two, the group that was only on antipsychotic medication, showed more of an improvement then group one, who only received psychotherapy. The fact that the second hypothesis was proved correct allows me to conclude that the use of antipsychotic medication alone is more effective at treating the symptoms of schizophrenia than the use of psychotherapy alone.*

1. **Students will be able to interpret and compose in a variety of media and print/non-print genres**

Writing on paper is not the only type of writing I will have to use in my lifetime. The timeline I made is one example of how I composed a new, non-print genre. To do this I spent most of my time creating the layout of the timeline and making it look nice. I kept in mind C.R.A.P. (contrast, repetition, alignment, and proximity) to make it look nice and appealing to the eye so the reader would want to read all of the information. Each date only had a brief summary because I knew no one would read the whole timeline if each it would take too long.

Example:  ***2012:*** *New research supports the argument that schizophrenia affects the whole body, not just the brain.*

The synthesis of my project will also be an example of a non-print genre because I will be using a website to bring all of the genres together.

1. **Students will be able to discuss and apply appropriate writing processes both individually and in collaborative contexts**

The point of this class and this project is so that we can take everyone that we learned in this class and apply it to each thing we write in the future. I feel confident that I will be able to apply everything I learned because of certain techniques I have learned such as having peer review sessions and using their comments to make revisions. The feedback I got was important, but it was also important that I knew how to give them feedback. Using the feedback I got I was able to make improvements to each genre and each time I wrote a new genre I would try not to make the same mistakes. Having Dr. Sherry review my work was also very helpful in making my work sound as professional as possible. He gave me very useful advice, especially with my professional genre. I was given clearer directions and told new ways to organize my paper. For example, in one section I went onto too much detail that I should have included in another part of my paper.

Example:

*These side effects usually disappear a few weeks after the person starts treatment. (John M. Grohol, Psy.D.) More serious and long lasting side effects include trouble with muscle control, muscle spasms or cramps in the head and neck, fidgeting or pacing, tremors and shuffling of the feet. (John M. Grohol, Psy.D.) These symptoms may not show up immediately, but they can be long lasting.*

I originally had this information in the problem statement, but with the help of Dr. Sherry, I now know that I should move this to my literature review.